

**2012-2016 Marketing Education  
International Business and Marketing**

Approved 10/29/10

**International Business and Marketing is designed to provide students the opportunity to develop skills needed to live and work in a global marketplace. The student will acquire the attitudes, knowledge, and skills for entry-level international business and marketing occupations. This will include but is not limited to political, legal, financial, economic, ethical, and social/cultural considerations.**

**Recommended Pre-requisites: One marketing or business technology credit**

**Business Principles (1)  
Business Economics (½)  
American Business Legal Systems (½)  
Marketing (1)  
Virtual Enterprise International (1-2)**

**Recommended Credits: 1-3 Credits, including work-based learning**

**Recommended Grade Levels: 8-12**

**Course Codes: 5015, 5045**

**Course Substitution: Economics**

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**Standard 1.0**

**The student will compare the way in which business and marketing is conducted domestically versus internationally.**

**Standard 2.0**

**The student will evaluate the social and cultural differences among nations.**

**Standard 3.0**

**The student will evaluate economic considerations and systems in international business and marketing.**

**Standard 4.0**

**The student will analyze the management and marketing principles of international business and marketing.**

**Standard 5.0**

**The student will evaluate legal, ethical, and financial considerations for international business and marketing transactions.**

**Standard 6.0**

**The student will prepare international communication and trade documentation.**

**Standard 7.0**

**The student will demonstrate organizational and leadership skills.**

**Standard 8.0**

**The student will demonstrate the importance of academic integration in the area of international business and marketing.**

**Standard 9.0**

**The student will review and analyze safety guidelines and regulations as related to international business and marketing.**

**Standard 10.0**

**The student will experience work-based learning in the international business and marketing industry.**

# **2012-2016 Marketing Education International Business and Marketing**

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**Course Description:** International Business and Marketing is designed to provide students the opportunity to develop skills needed to live and work in a global marketplace. The student will acquire the attitudes, knowledge, and skills for entry-level international business and marketing occupations. This will include but is not limited to political, legal, financial, economic, and social/cultural considerations. *(Specific activities will require use of the Internet and application software.)*

## **Standard 1.0**

**The student will compare the way in which business and marketing is conducted domestically versus internationally.**

## **Learning Expectations**

### **The student will:**

- 1.1 Define and examine the international business and marketing environment.
- 1.2 Analyze international and domestic business and marketing activities.
- 1.3 Assess the sources of assistance for international business and marketing.
- 1.4 Evaluate the uses of technology in the global market.
- 1.5 Evaluate the impact of international business and marketing to the local and state economies (including green marketing and labor procedures).

## **Performance Indicators: Evidence Standard Is Met**

### **The student:**

- 1.1 Explains terms and concepts related to international business and marketing.
- 1.2 Compares and contrasts international and domestic business and marketing activities.
- 1.3 Differentiates between various sources of assistance in the global economy.
- 1.4 Categorizes the types of technology used in the global market.
- 1.5 Evaluate the impact of international companies on the local and state economies.

## **Sample Performance Tasks**

- Prepare a presentation that shows examples of domestic and international businesses in the local area.
- Research an international company and describe its use of technology.

## **Integration/linkages**

SCANS (*The Secretary's Commission on Achieving Necessary Skills*), National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Social Studies, Language Arts, Science, Mathematics, MBA Research, Chamber of Commerce, Department of Economic and Community

**2012-2016 Marketing Education  
International Business and Marketing**

Approved 10/29/10

Development, DECA, Collegiate DECA, National Educational Technology Standards,  
Industry Standards

## **Standard 2.0**

**The student will evaluate the social and cultural differences among nations.**

### **Learning Expectations**

#### **The student will:**

- 2.1 Evaluate how cultures and subcultures influence business and marketing. (Social Studies)
- 2.2 Inspect the types of values that vary from culture to culture. (Social Studies)
- 2.3 Analyze the components of social organization that affect cultures. (Social Studies)
- 2.4 Demonstrate the verbal and nonverbal communication appropriate for various cultures. (Social Studies and Language Arts)

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 2.1 Evaluates cultural influences in the global market.
- 2.2 Compares the traditions and values of various cultures.
- 2.3 Relates social organization components to international business and marketing transactions.
- 2.4 Demonstrates verbal or written communications with people from other cultures.

### **Sample Performance Tasks**

- Prepare a report and presentation on the culture and customs of a foreign country.
- Establish a communication link to a student in another country using technological resources.

### **Integration/linkages**

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**2012-2016 Marketing Education  
International Business and Marketing**

Approved 10/29/10

**Standard 3.0**

**The student will evaluate economic considerations and systems in international business and marketing.**

**Learning Expectations**

**The student will:**

- 3.1 Investigate and analyze the types of government and economic systems. (Social Studies)
- 3.2 Compares and contrasts the types of economic systems.
- 3.3 Evaluate economic principles affecting international trade. (Social Studies)
- 3.4 Examine levels of economic progress and development in the world. (Social Studies)

**Performance Indicators: Evidence Standard Is Met**

**The student:**

- 3.1 Assesses the concepts and issues of economic development.
- 3.2 Compare and contrast how the major economics answer the three basic economic questions.
- 3.3 Distinguishes factors of production needed for an international company.
- 3.4 Graphs economic progress of various countries.

**Sample Performance Tasks**

- Use a recent news article dealing with economic change and describe or debate the impact the change will have on the global economy.

**Integration/linkages**

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## **Standard 4.0**

**The student will analyze the management and marketing principles of international business and marketing.**

### **Learning Expectations**

#### **The student will:**

- 4.1 Evaluate the role of entrepreneurs in a global economy.
- 4.2 Evaluate the most common types of training and development for international personnel.
- 4.3 Evaluate various market segments to select a target market.
- 4.4 Utilize various methods of data collection for use in international marketing research.
- 4.5 Compare branding and packaging techniques used in global markets.  
(Language Arts)
- 4.6 Propose product opportunities for international marketing.
- 4.7 Assess unique pricing factors for global markets.
- 4.8 Discuss differences in advertising worldwide.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 4.1a Analyzes the importance of entrepreneurs in an international market.
- 4.1b Categorizes organizational structures by function, product and geography.
- 4.2 Prepares training activities for international personnel.
- 4.3 Defends the selection of a target market.
- 4.4 Collects marketing research data through an appropriate method.
- 4.5 Conducts a critical analysis of branding and packaging in a global market.
- 4.6 Proposes product opportunities for a global market.
- 4.7 Evaluates pricing factors to determine the appropriate methods.
- 4.8 Proposes a promotional strategy for products sold internationally.

### **Sample Performance Tasks**

- Prepare an interactive multimedia-training seminar for international employees.
- Determine a suitable international target market for a particular product.
- Prepare a research tool to use in an international market.

### **Integration/linkages**

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International Business and Marketing**

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Development, DECA, Collegiate DECA, National Educational Technology  
Standards, Industry Standards



**Standard 5.0**

**The student will evaluate legal, ethical, and financial considerations for international business and marketing transactions.**

**Learning Expectations**

**The student will:**

- 5.1 Examine the major types of taxes placed on businesses and individuals by governments around the world. (Math)
- 5.2 Identify and distinguish between types of trade agreements.
- 5.3 Define and analyze the steps of importing and exporting.
- 5.4 Examine how currency systems and money affect international trade. (Math)
- 5.5 Investigate the various methods of payment and financing sources used in international trade. (Math)
- 5.6 Inspect the components of international law and how they protect businesses.
- 5.7 Explore legal avenues to solve international disputes.
- 5.8 Analyze the activities of international bond and stock markets. (Math)
- 5.9 Compare the use of equity and debt capital in international businesses. (Math)
- 5.10 Categorize the types of international financial institutions.
- 5.11 Evaluate the types of risks and risk management in the international business environment.

**Performance Indicators: Evidence Standard Is Met**

**The student:**

- 5.1a Debates the various strategies governments use to control international trade.
- 5.1b Measures the impact taxes levied by governments have on international trade.
- 5.2 Describes and assesses types of trade agreements.
- 5.3 Creates a plan for importing and exporting a good.
- 5.4 Measures the effect of exchange rates between the Euro dollar and other currencies.
- 5.5 Selects an appropriate method of payment and finance source for international trade.
- 5.6 Appraises the protection provided businesses by the components of international law.
- 5.7 Designs a plan to seek legal recourse in an international business dispute.
- 5.8 Creates an investment strategy utilizing international bond and stock markets.
- 5.9 Critically examines equity and debt capital and their use in international businesses.
- 5.10 Compares the international financial institutions.
- 5.11 Formulates strategies for risk management in the international business environment.

# **2012-2016 Marketing Education International Business and Marketing**

Approved 10/29/10

## **Sample Performance Tasks**

- Prepare a presentation, with visuals, on strategies for risk management in an international business.
- Research and prepare a written report on currency exchange rates and the impact they have on international trade.
- Research and compare through debate the strategies governments use to control international trade.
- Interview an executive in a business that imports or exports merchandise from foreign countries. Prepare an oral report on the procedures for purchasing and transporting the merchandise to and from the United States.

## **Integration/linkages**

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## **Standard 6.0**

**The student will prepare international communication and trade documentation.**

### **Learning Expectations**

#### **The student will:**

- 6.1 Create various documents used for international trading. (Language Arts and Technology)
- 6.2 Analyze the use of computers in preparing communication and documentation for an international business. (Language Arts and Technology)

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 6.1a Proposes appropriate software applications for use in various types of international businesses.
- 6.1b Plans a computer system based on specific needs in an international business.
- 6.2 Researches for computer hardware and determines appropriate tasks related to international business operations.

### **Sample Performance Tasks**

- Research an international business and prepare a presentation with graphics describing its use of computer technology.
- Interview an office manager to see what technology the office uses in its daily activities and prepare a report summarizing the information obtained.
- Preparing international documents, such as a commercial invoice or a bill of lading.
- Write computer specifications and software packages to perform tasks related to international business operations.
- Research an international business and prepare an interactive multimedia presentation with graphics describing computer technology.

### **Integration/linkages**

*SCANS (The Secretary's Commission on Achieving Necessary Skills)*, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Social Studies, Language Arts, Science, Mathematics, MBA Research, Chamber of Commerce, Department of Economic and Community Development, DECA, Collegiate DECA, National Educational Technology Standards, Industry Standards

**Standard 7.0**

**The student will demonstrate organizational and leadership skills.**

**Learning Expectations**

**The student will:**

- 7.1 Demonstrate knowledge of DECA.
- 7.2 Utilize critical thinking in decision-making situations.
- 7.3 Compare and integrate personal characteristics needed in leadership situations.

**Performance Indicators: Evidence Standard Is Met**

**The student will:**

- 7.1 Relates knowledge of DECA through a written or an oral evaluation.
- 7.2 Solves problems utilizing role-play, team decision-making and DECA projects.
- 7.3 Accepts task/project responsibilities in the class or DECA activities.

**Integration/linkages**

SCANS, National Marketing Education Standards, Marketing Education Advisory Committee, Chamber Partnerships, Language Arts, Speech, Mathematics, Business Communications

**Sample Performance Tasks**

- Join and participate in DECA.
- Make a passing score on an oral or written evaluation on DECA and leadership.
- Compete in regional, state, and national DECA competitive events.
- Run for state or national DECA officer.
- Participate in group projects.
- Organize a DECA project.
- Prepare a written proposal for a new business venture
- Enter the International Business Plan DECA Event.

**Standard 8.0**

**The student will demonstrate the importance of academic integration in the area of International Business and Marketing.**

**Learning Expectations**

**The student will:**

**Language and Fine Arts**

- 8.1 Utilize proper grammar and writing skills.
- 8.2 Utilize effective communication skills.

**Mathematics**

- 8.3 Demonstrate an understanding of the properties of real numbers.
- 8.4 Apply algebraic procedures to solve equations and interpret results.
- 8.5 Interpret real data.
- 8.6 Demonstrate competencies in derived and indirect measurements.

**Social Studies**

- 8.7 Assess the impact of economic historical events.
- 8.8a Explore psychological and sociological patterns of individuals.
- 8.8b Analyze characteristics of a population.
- 8.9 Examine legal and ethical issues affecting International Business and Marketing.

**Science**

- 8.10 Evaluate environmental concepts in business.
- 8.11 Recognize the influence of science in product development.
- 8.12 Analyze the use of natural resources in economic systems.

**Performance Indicators: Evidence Standard Is Met**

**The student:**

**Language and Fine Arts**

- 8.1 Generates original ideas based on prior knowledge and research related to International Business and Marketing.
- 8.2 Plans appropriate methods of internal and external communication.

**Mathematics**

- 8.3 Utilizes order of operation to simplify and evaluate procedures.
- 8.4 Utilizes formulas in interpreting financial data.
- 8.5 Collects and organizes data to construct graphs, tables, and spread sheets.
- 8.6 Formulates pricing strategies including unit cost, markings, ROI, etc.

**2012-2016 Marketing Education  
International Business and Marketing**

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**Social Studies**

- 8.7 Interprets the significance of economic and historical events.
- 8.8 Compares demographic, psychographic, and geographic factors.
- 8.9 Measures or assesses the impact of legal and ethical issues.

**Science**

- 8.10 Assesses the importance of environmental considerations in decision making.
- 8.11 Measures the impact of societal factors on international organizations.
- 8.12 Analyze the causes, consequences, and possible solutions to economic development and environmental quality.

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International Business and Marketing**

Approved 10/29/10

**Standard 9.0**

**The student will review and analyze safety guidelines and regulations as related to International Business and Marketing.**

**Learning Expectations**

**The student will:**

- 9.1 Complete a general safety test with 100% accuracy as related to International Business and Marketing.

**Performance Indicators: Evidence Standard Is Met**

**The student:**

- 9.1 Prepare a chart documenting most workplace safety issues.

## **Standard 10.0**

**The student will experience work-based learning in the International Business and Marketing Industry.**

### **Learning Expectations**

#### **The student will:**

- 10.1 Apply principles of international business and marketing to a work-based experience.
- 10.2 Integrate time management principles in organizing a personal schedule to include school, work, social and other activities.
- 10.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 10.4 Employ the principles of safety to the work-based experience.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 10.1 Scores average or above on employee performance evaluations.
- 10.2 Designs a plan to include student's schedule of activities.
- 10.3 Records and assesses workplace events based on their ethical implications.
- 10.4a Makes a passing grade on a class-based or work-based safety evaluation.
- 10.4b Applies safety rules and regulations to the work site.

### **Sample Performance Tasks**

- Create training manual for a new employee, outlining the ethical considerations for the business.
- Develop and maintain a daily/weekly planner of scheduled school, work and personal activities.

### **Integration/linkages**

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### **Suggested Resources**

Chamber of Commerce  
Small Business Administration  
*Marketing Essentials*; Glencoe  
*Marketing In A Global Economy*; Southwestern



**2012-2016 Marketing Education  
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Department of Economic and Community Development

U.S. Department of Commerce

*Import/Export Procedures*; Glencoe

*Marketing Practices and Principles*; Glencoe

MBA Research LAPs -

European Union - Video – MBA Research

Culture by Culture - Video - MBA Research

*Introduction to International Trade*; Multi-state Academic and Vocational Curriculum Consortium

National Business Education Association